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ABSTRACT

A study identified the vocational needs of Winnebago adults. To identify these needs, researchers interviewed 340 of the approximately 3,174 Winnebago adults living in the Central Wisconsin area, administrators of 15 area secondary and postsecondary schools, and 103 Winnebago students attending area high schools. While job placement and vocational education services were of the most interest to the adults responding to the survey, a moderately high degree of interest in career counseling existed. Also considered important by the respondents was information on training requirements, financial requirements, jobs, and special training. Those with only a grade school education were extremely interested in career planning information. According to the administrators surveyed, Winnebago students have slightly more difficulty in finding a job than do members of the general population. All of the school districts responding to the survey provided career counseling services and 12 of the 15 offered job placement services. The vocational areas in which the student respondents were most frequently enrolled were business education, home economics, industrial arts, and trade and industrial education. College or postsecondary vocational and technical education was the most frequently identified type of educational preparation needed to obtain the respondents' career choices. (MN)

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WINNEBAGO VOCATIONAL NEEDS ASSESSMENT STUDY: VOCATIONAL NEEDS OF ADULTS

A Joint Project

of the

Wisconsin Winnebago Business Committee

Madison Area Technical College

Mid-State Technical Institute

Western Wisconsin Technical Institute

Wisconsin Board of VTAE

Report Prepared by

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Center for Vocational, Technical
and Adult Education

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July, 1982

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Winnebago Adult Vocational Needs Assessment Survey

Introduction.

The data presented in this report were collected through the joint efforts of several agencies and groups. The Wisconsin Winnebago Business Committee participated in the design of the survey instrument, selection of the sample, and coordinated the work of the interviewers who collected the data. The Wisconsin Board of Vocational, Technical and Adult Education and three vocational-technical districts--Mid-State Technical Institute, Madison Area Technical College, and Western Wisconsin Technical Institute--assisted in the design of the survey instrument and the development of the final report. Technical assistance for the design of the survey instruments, data collection, processing procedures, and the report writing were provided through the Center for Vocational, Technical and Adult Education at UW-Stout.

Purpose.

The purpose of this study was to identify the vocational education needs of Winnebago adults.

Population.

The population for this study was comprised of approximately 3,174 Winnebago adults living in the Central Wisconsin area. The sample included adults between the ages of 18 and 65. Individuals who were 16 to 18 years old and out of school were also eligible for the sample. Based on the number of Winnebago adults in the population, a sample size of 300 was selected. This sample would give statistics which were accurate within plus or minus five percent. In order to assure a sufficiently large sample to compensate for individuals, the interviewers could not locate, a sample of 340 people was selected.

Approach.

The first draft of the survey instrument was developed by Bruce McConnell from the Wisconsin Board of VTAE. This instrument was reviewed by the Multi-District American Indian Consortium Advisory Committee. Revisions were made based on the recommendations given by its members. Interviewers were identified by the Wisconsin Winnebago Business Committee. A one-day training session was provided for these interviewers at Mid-State Technical Institute. During this training session, interviewers were introduced to the survey form and the procedures they would use in contacting the interviewees and conducting the interviews. A period of time was provided for each interviewer to conduct a simulated interview during the training session. This assured that each of the interviewers had been through the total set of questions on the survey form.

The interviews were conducted during March, 1982. Analysis of the forms indicated that the interviews were conducted as designed. The interview forms were complete and in good order.

The interview data were summarized at the Center for Vocational, Technical and Adult Education at UW-Stout. Tables and summary narrative for each table were developed by Orville Nelson. These tables and the summary points were reviewed by the Consortium Committee.

Results from the survey follow. Tables present a summary of the data. A brief narrative that identifies major points found in the data precede each table.

Table A-1: Winnebago Adult Survey - Age of Respondents.

- The sample included respondents from 18 through 65 years of age. This was the target age for the survey. The sample included three people over 65 years of age and five people under 18.
- The median age of the respondents was 32.5 years.
- Based on the information available on the population, it appears that the random sampling process and the procedures used by the interviewers to contact members of the sample were valid.

Table A-2: Interest in Job-Finding Services by Education Level of Respondents.

- Career counseling, vocational education, and job placement were of moderately high to high interest to respondents in each of the educational levels. Job placement and vocational education tended to be of more interest to the respondent than career counseling and college education.
- College education was of most interest to those who were high-school graduates or had attended college or vocational-technical schools.

Table A-3: Assistance and Information That Would Be Useful in Making Career Decisions by Levels of Education.

- Information on training requirements (27), financial requirements (26), jobs (21 and 22), and information on vocational education (24) and special training (25) were of most interest to the respondents. All of these had average responses at the "very interested" level.
- Less interest was expressed in career planning (20). However, those with only a grade-school education were very interested in this assistance.
- Those without a high-school diploma were very interested in the GED and high-school equivalency programs.

Table A-1

Winnebago Adult Survey -

Age of Respondents

Age	Number	Percent
Under 18	5	1
18-25	99	29
26-35	91	26*
36-45	67	19
46-55	45	13
56-65	35	10
Over 65	3	1

*Median equals 32.5 years

Table A-2

Winnebago Adult Survey:

Interest in Job Finding Services by Education Level of Respondents

Services	Level of Respondents' Education					
	Grade School	Some High School	High School Graduate	College	Voc/ Tech	Total MDN
(16) Career Counseling	2.4#	2.3	2.2	2.3	2.3	2.2
(17) Vocational Education/Training	2.7	2.8	2.8	2.8	2.9	2.8
(18) Job Placement	2.7	2.6	2.6	2.8	2.8	2.7
(19) College	1.3	1.5	2.5	2.6	2.4	2.3
Number	27	67	152	59	40	302@

Median response: 3 = Very Interested, 2 = Somewhat Interested, 1 = Not Very Interested

@ The number of individual groups total more than 302 since some respondents had college and V-T experiences.

Table A-3

Assistance and Information that Would Be Useful in Making Career Decisions by Levels of Education

Assistance/Information	Level of Respondents' Education					
	Grade School	Some High School	High School Graduate	College	Voc/ Tech	Total MDN
(20) How to Plan a Career	2.7#	2.2	2.3	2.3	2.2	2.3
(21) Information on Careers and Jobs	2.5	2.6	2.6	2.4	2.5	2.5
(22) Jobs available locally	2.5	2.7	2.7	2.6	2.9	2.7
(23) Jobs available outside our Community	1.4	1.9	2.4	2.3	2.1	2.2
(24) Information about vocational ed.	2.8	2.7	2.6	2.5	2.7	2.7
(25) Information about special training	2.8	2.7	2.7	2.7	2.8	2.7
(26) Financial requirements to attend vocational schools	2.9	2.7	2.7	2.7	2.8	2.8
(27) Training required to do a specific job	2.8	2.7	2.8	2.8	2.8	2.8
(28) Information on GED & high school equivalency	2.6	2.5	1.2	1.1	1.3	1.3
Number	27	67	152	59	40	302

Median response: 3 = Very Interested, 2 = Somewhat Interested, 1 = Not Very Interested

Table A-4: Employment Status by Educational Level.

- Respondents who had attended a vocational-technical school had the highest level of full-time permanent employment (38%). This group also had the lowest percentage of respondents who were not looking for work (13%).
- Respondents without a high school diploma had the lowest level of employment.

Table A-5: Future Plans for Education and Training by Educational Level.

- Respondents were most interested in vocational-technical education (33%).
- College was the next most popular choices for future education (21%).
- Individuals with some high school education had considerable interest in the GED (19%) and vocational-technical education (30%).

Table A-4

Winnebago Adult Survey:

Employment Status by Education Level

Employment Status (11)	Level of Respondents' Education					
	Grade School	Some High School	High School Graduate	College	Voc/ Tech	Total
Part time, Temporary	4#	6	1	5	3	3
Part time, Permanent	0	1	4	5	3	3
Full time, Temporary	0	4	9	14	10	8
Full time, Permanent	11	9	28	29	38	24
Looking for work	19	40	25	10	28	25
Not looking for work	26	16	16	22	13	17
Homemaker	48	19	17	17	5	19
Omit	0	1	1	0	0	1
Number	27	67	152	59	40	302

Percentage

Table A-5

Winnebago Adult Survey:

Future Plans for Education and Training by Educational Level

Educational Plans	Level of Respondents' Education					
	Grade School	Some High School	High School Graduate	College	Voc/ Tech	Total
College	4#	7	19	49	20	21
Vocational/Technical	26	30	41	24	28	33
GED	4	19	0	0	0	4
Other	7	1	7	5	5	5
None	48	33	20	14	45	26
Omit	4	3	4	0	3	3
Number	27	67	152	59	40	302

Percent

Table A-6: Age of Female and Male Winnebago Adults Surveyed.

- Slightly more females than males were interviewed. Based on the proportion of males and females in the population, this difference did not appear to be unusual.

- There was a slight tendency for the males interviewed to be somewhat younger than the females interviewed. For example, 32 percent of the female population interviewed was between 46 and 65 while 18 percent of the males interviewed were in this age bracket.

TABLE A-6

Age of Female and Male Winnebago Adults Surveyed

Age	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Under 18	3	2	2	1	5	2
18-25	43	27	49	34	92	30
26-35	39	25	36	25	75	25
36-45	22	14	31	21	53	18
46-55	26	17	14	10	40	13
56-65	23	15	12	8	35	12
Over 65	1	1	1	1	2	1
Omit	0	0	0	0	0	0
TOTAL	157		145		302	

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Table A-7: Income of Male and Female Winnebago Adults Interviewed.

- There was a noticeable difference in the median income of males and females. The median income for males was $1,570 more than that of the females. At the low end of the scale, there was almost an identical percentage of males and females (36-37%) earning under $3,000. The differences in median incomes occurred as a result of having proportionately more females earning $3,000 to $7,500 and a larger percentage of males earning above $10,000.

Table A-8: Winnebago Adults' Participation in Vocational Courses or Programs.

- The participation rate of males and females was almost identical. Of the females interviewed, 13 percent indicated they were enrolled in a vocational course or program and 10 percent said they were enrolled.

Table A-9: Winnebago Males' and Females' Plans to Obtain Additional Education or Training.

- Slightly more females (71%) than males (63%) reported plans to obtain additional education.

- There was no significant difference in their plans for attending college, vocational-technical school, or obtaining a GED. The percentage for males and females were very similar for these programs. Both indicated considerable interest in additional education.

TABLE A-7

Income of Male and Female Winnebago Adults

Income	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
Under $3,000	56	36	53	37	109	36
$3,001 - 5,000	16	10	6	4	22	7
$5,001 - 7,500	22	14	10	7	32	11
$7,501 - 10,000	15	10	19	13	34	11
$10,001 - 15,000	6	4	17	12	23	8
$15,001 - 20,000	6	4	10	7	16	5
$20,001 - 25,000	1	1	4	3	5	2
Over$25,000	1	1	1	1	2	1
Omit	34	22	25	17	59	20
Median Income	$3,680		$5,250		$4,140	
Total	157		145		302	

TABLE A-8

Winnebago Adults' Participation in Vocational Courses or Programs

Enrolled in a Vocational Course or Program	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
Yes	20	13	15	10	35	12
No	127	81	119	82	246	81
Omit	10	6	11	8	21	7

TABLE A-9

Winnebago Males'and Females'Plans to Obtain Additional Education or Training

Problems	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
• Yes	112	71	92	63	204	68
- College	29	18	30	21	59	20
- Voc/Tech	52	33	48	33	100	33
- GED	9	6	5	3	14	5
- Other	7	4	9	6	16	5
• No	35	22	44	30	79	26
- Omit	4	3	5	3	9	3

Table A-10: Problems Winnebago Adults Expect to Encounter When Seeking Further Education.

- The most commonly reported problems are concerned with the cost of further education. Of those responding, cost would be a problem for 37 percent and another 19 percent indicated they would need to obtain a job.
- Knowledge of programs that would be offered was identified as a problem by 19 percent of the respondents.
- Transportation was identified as a problem by 18 percent of the respondents.
- Lack of appropriate grades and skills were reported as problems by 11-14 percent of the respondents.
- The response patterns for males and females were quite similar with two exceptions. Slightly more males reported a need to obtain a job. Noticeably more females reported the need for child care services.

Table A-11: Employment Status of Male and Female Adults.

- The employment level of the adults interviewed was relatively low with 36 percent of the respondents indicating they were employed in part-time or full-time jobs. Of those who were not employed, 26 percent were looking for work and 18 percent were not looking for work. This 18 percent would include some of the females working full time (31%).
- The employment level of males (41%) was higher than that of females (31%). Also, males tended to have more full-time permanent jobs.

TABLE A-10

Problems Winnebago Adults Expect to Encounter When Seeking Further Education

Problems	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Cost/cannot afford	55	35	56	39	111	37
Need to get a job	24	15	33	23	57	19
Don't know when programs are offered	31	20	25	17	56	19
Transportation	30	19	25	17	55	18
Might not meet entrance requirements	22	14	13	19	35	12
Grades may not be good enough	23	15	19	13	42	14
Trade of skills/background	19	12	14	10	33	11
Classes are filled	14	9	15	10	29	10
Child Care	33	21	11	8	44	15
Omit	75	48	75	52	150	50

TABLE A-11

Employment Status of Male and Female Adults

Employment Status	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
• Yes - Employed	49	31	59	41	108	36
* Part time, temporary	8	5	2	1	10	3
* Part time, permanent	3	2	5	3	8	3
* Full time, temporary	14	9	9	6	23	8
* Full time, permanent	25	16	43	30	68	23
• No - Not Employed	107	68	84	58	191	63
* Looking for work	32	20	47	32	79	26
* Not looking for work	28	18	27	19	55	18
* Homemaker	57	36	3	2	60	20
Omit	0	0	2	1	2	1
Number	157		145		302	

NOTE: The percentages total more than 100 percent because some people are working in more than one job and/or working and looking for another job.

Table A-12: Winnebago Men's and Women's Interests in Vocational Training.

- Overall, there was a high level of interest in vocational training, with 73 percent of the respondents indicating some interest.
- There was a slight tendency for females to indicate more interest in vocational training than males.

Table A-13: Perceptions of the Possibility of Finding A Job in the Local Community by Winnebago Men and Women.

- Slightly more than one-half of the respondents (54%) thought there was a possible or good chance for them to find a job in their local community.
- Males were somewhat more optimistic than females. Females tended to indicate they did not know what the possibility was more frequently than males.

Table A-14: Winnebago Men's and Women's Preferences for Location of Their Job.

- There was a strong preference by men (51%) and women (53%) to obtain jobs in their local communities. Only 12 percent of the sample indicated a preference to move away, and 35 percent did not have a preference.

TABLE A-12

Winnebago Men's and Women's Interests in Vocational Training.

Interest in Vocational Training	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Very interested	63	40	51	35	114	38
Somewhat interested	54	34	53	37	107	35
Not at all interested	35	22	37	26	72	24
Omit	5	3	4	3	9	3
Number	157		145		302	

TABLE A-13

Perceptions of the Possibility of Finding a Job in Local Community by Winnebago Men and Women

Possibility of Finding a Job	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Good Chance	34	22	48	33	82	27
Possible Chance	41	26	41	28	82	27
Poor Chance	27	17	25	17	52	17
Don't Know	50	32	28	19	78	26
Omit	5	3	4	3	9	3
Number	157		145		302	

TABLE A-14

Winnebago Men's and Women's Preferences for Location of Their Job.

Preferred Job Location	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Local community	83	53	74	51	157	52
Move away	22	14	14	10	36	12
Don't have a preference	52	33	55	38	107	35
Omit	4	3	3	2	7	2
Number	157		145		302	

Table A-15: Employment Status by Age Group.

- The highest levels of employment reported were for the 26-35 and 36-45 age groups. After age 46, there was a noticeable decrease in the level of employment.
- The younger age groups, under 18 and 18-25, had the largest proportion of respondents seeking work.
- The percentage of individuals not looking for work increased noticeably in the 46-55 age group.

Table A-16: Preference for Location of Work by Age of Respondent.

- As the age of the respondent increased, the desire to find work in the local community increased. After age 25, more than 50 percent of the respondents indicated the desire to find work in the local community.

Table A-17: Types of Education and Counseling Services of Interest to Various Age Groups.

- A moderate to high level of interest was expressed in each of the four types of services listed.
- Individuals in the 18-25 and 26-35 age groups were most interested in career counseling. (NOTE: There were only two respondents in the over 65 age group; and, therefore, it is difficult to generalize based on their responses.)
- Individuals from 18-45 reported the most interest in vocational education training. The means for the three age groups encompassed in this range were 2.6 or larger which would indicate a high level of interest.
- Job placement was of most interest to individuals 45 years old or younger. Each of these groups reported at a very high level of interest.
- College was of most interest to persons in the 18-25 year old age group. A moderate amount of interest was expressed by each of the age groups.

TABLE A-15

Employment Status by Age Group

Employment Status	Age Group											
	Under 18		18-25		26-35		36-45		46-55		56-65		Over 65	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
• Yes - Employed	1	20	26	28	37	49	28	53	9	23	7	20	0	0
* Part time, temporary	1	20	4	4	0	0	1	2	2	5	2	6	0	0
* Part time, permanent	0	0	2	2	1	1	5	9	0	0	0	0	0	0
* Full time, temporary	0	0	8	9	7	9	4	8	2	5	2	6	0	0
* Full time, permanent	0	0	11	12	29	39	18	34	6	15	4	11	0	0
• No - (Not employed)	3	60	66	72	38	51	25	47	30	75	27	77	2	100
* Looking for work	2	40	34	37	17	23	11	21	9	23	6	17	0	0
* Not looking for work	0	0	14	15	11	15	9	17	14	35	7	20	0	0
* Homemaker	0	0	13	14	10	13	7	13	14	35	15	43	1	50
Omit	1	20	1	1	0	0	0	0	0	0	0	0	0	0
Total	5		92		75		53		40		35		2	

TABLE A-16

Preference for Location of Work by Age of Respondent

AGE	Location of Work					
	Local Community		Move Away		No Preference	
	N	%	N	%	N	%
Under 18	1	20	1	20	4	80
18-25	32	35	17	18	44	48
26-35	38	51	13	17	24	32
36-45	31	58	3	6	18	34
46-55	23	58	2	5	12	30
56-65	31	89	0	0	4	11
Over 65	1	50	0	0	1	50
TOTAL	157	52	36	12	107	35

TABLE A-17

Types of Education and Counseling Services of Interest
To Various Age Groups

Type of Service	Age of Respondents													
	Under 18		18-25		26-35		36-45		46-55		56-65		Over 65	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Career counseling	2.2*	.8	2.3	.8	2.3	.8	2.1	.8	1.8	.8	2.0	.9	2.5	.7
Vocational ed/training	2.5	.6	2.7	.6	2.7	.6	2.6	.7	2.4	.8	2.3	.8	2.5	.7
Job Placement	2.5	.6	2.5	.7	2.5	.8	2.6	.6	2.0	.9	2.1	.9	2.0	1.4
College	2.0	1.2	2.3	.8	2.2	.9	2.2	.9	1.8	.9	1.7	.9	2.0	1.4
Number	5		92		75		53		40		35		2	

* KEY: 1 = Not very interested
2 = Somewhat interested
3 = Very interested

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Table A-18: Winnebago Adult's Interest in Counseling and Educational Services.

- Vocational education had the highest level of interest. The average response for this type of service was in the "very interested" category.
- Job placement had the next highest level of interest. The mean for this group was in the "somewhat to very interested" range. A moderate amount of interest was also expressed in career counseling and college.
- The response patterns of males and females were almost identical. In other words, their interests were very similar.

Table A-19: Types of Career Education Assistance of Interest to Various Age Groups.

- Career planning assistance, information about jobs and careers, and jobs available were of most interest to individuals who are 45 years or younger.
- Information on vocational education, special training, and the financial requirements for going to vocational school were of most interest to individuals 45 or younger.
- Although the level of interest expressed in career education services was lower in the age groups over 45, there was still some interest expressed.

TABLE A-18

Winnebago Adults' Interest in Counseling and Educational Services

Type of Service	Sex of Respondent					
	Female		Male		Total	
	M	SD	M	SD	M	SD
Career Counseling	2.2*	.8	2.1	.8	2.2	.8
Vocational Ed/Training	2.6	.6	2.6	.7	2.6	.7
Job Placement	2.5	.8	2.3	.8	2.4	.8
College	2.2	.9	2.0	.9	2.1	.9
TOTAL	157		145		302	

* Means are based on responses of 1 = Not very interested
2 = Somewhat interested
3 = Very interested

TABLE 7.19

Types of Career Education Assistance of Interest
To Various Age Groups

Type of Career Education Assistance	Age of Respondents													
	Under 18		18-25		26-35		36-45		46-55		56-65		Over 65	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Career Planning	2.4*	.6	2.4	.7	2.3	.9	1.9	.9	1.9	.8	2.0	.9	2.0	1.4
Information about jobs and careers	2.0	.7	2.6	.6	2.3	.8	2.2	.9	2.1	.9	2.2	.8	2.0	1.4
Jobs available locally	2.9	.7	2.6	.6	2.4	.8	2.6	.7	2.1	.9	2.3	1.0	2.0	0
Jobs available outside my community	1.6	.9	2.5	.6	2.0	.9	2.2	.8	1.7	.8	1.6	.9	2.0	1.4
Information about voc. ed.	2.4	.9	2.5	.7	2.5	.7	2.4	.8	2.2	.9	2.3	.9	2.0	1.4
Information about special training	2.4	.9	2.7	.5	2.6	.6	2.6	.7	2.3	.8	2.2	.9	2.0	1.4
Financial requirements to attend vocational schools	2.6	.6	2.6	.6	2.6	.7	2.5	.8	2.2	.9	2.3	.9	2.0	1.4
Training required for a specific job	2.6	.6	2.8	.5	2.7	.6	2.6	.7	2.2	.9	2.3	.9	2.0	1.4
Information about GED and high school equivalency	2.0	1.0	1.7	.9	1.3	.7	1.6	.9	1.7	.9	2.0	1.0	1.5	.7
Number	5		92		75		53		40		35		2	

*Key: 1 = Not very interested 2 = Somewhat interested 3 = Very interested

Table A-20: Interest in Vocational Training by Age of Respondent.

- The highest level of interest in vocational education was expressed by respondents who were 45 years of age or younger. After age 45, there is a noticeable drop in the level of interest in vocational education. This drop in interest is parallel to that found in the respondents' participation in the labor market. After 45, the level of employment decreases and the percentage of participants who are not seeking work increases (Table A-16).

Table A-21: Relationship Between Level of Employment and Interest in Vocational Training.

- Those looking for work had more interest in vocational education. However, each group displayed an interest in vocational education.

Table A-22: Interest in Education and Counseling Services by Level of Interest in Vocational Training.

- Those who were most interested in obtaining additional vocational training were most interested in obtaining the services listed. Those who indicated they were somewhat interested in vocational training expressed a moderate to moderately high interest for services listed. The lowest level of interest was expressed by those who were not interested in vocational training. However, even those in this group expressed some interest in these services.

Table A-23: Interest in Career Education Assistance by Level of Interest in Vocational Training.

- The degree of interest expressed in the several types of career education assistance listed were directly related to the level of the respondents' interest in vocational education. Those who were very interested in vocational training also had moderately high to high levels of interest in each of the types of career education assistance listed with the exception of the information for the GED.

- The lowest level of interest was expressed by those who were not interested in vocational training. However, these respondents did express some interest in the various types of career education listed.

TABLE A-20

Interest in Vocational Training by Age of Respondent

Age	Interest in Vocational Education							
	Very Interested		Somewhat		None		Omit	
	N	%	N	%	N	%	N	%
Under 18	2	40	2	40	1	20	0	0
18-25	45	49	35	38	11	12	1	1
26-35	29	39	30	40	14	19	2	3
36-45	18	34	23	43	12	23	0	0
46-55	11	28	8	20	17	43	4	10
56-65	9	26	9	26	15	43	2	6
Over 65	0	0	0	0	2	100	0	0
Number	114	38	1-7	35	72	24	9	3

TABLE A-21

Relationship Between Level of Employment and Interest in Vocational Training

	Level of Interest in Vocational Training					
	Very interested		Somewhat interested		Not at all	
	N	%	N	%	N	%
• Yes - Employed	38	31	47	44	23	32
* Part time, temporary	3	2	4	4	3	4
* Part time, permanent	1	1	2	2	5	7
* Full time, temporary	11	9	8	7	4	6
* Full time, permanent	24	20	32	30	12	17
• No - Not Employed	83	67	60	56	48	67
* Looking for work	39	32	29	27	11	15
* Not looking for work	23	19	15	14	17	24
* Homemaker	23	19	19	18	18	25
Omit	1	1	1	1	0	0
Number	123		107		72	

TABLE A-22

Interest in Education and Counseling Sercies by Level of Interest in Vocational Training

Type of Service	Level of Interest in Vocational Training					
	Very Interested		Somewhat Interested		Not at all	
	M	SD	M	SD	M	SD
Career Counseling	2.3*	.8	2.1	.8	1.9	.8
Vocational Education/Training	2.8	.4	2.7	.6	2.1	.9
Job Placement	2.6	.7	2.4	.7	2.1	.9
College	2.3	.9	2.0	.8	1.9	.9
Number	123		107		72	

* Based on three-point response scale.

1 = Not Very Interested 2 = Somewhat Interested 3 = Very Interested

TABLE A-23

Interest In Career Education Assistance By Level
Of Interest In Vocational Training

Type of Career Education Assistance	Level of Interest in Vocational Training					
	Very Interested		Somewhat Interested		Not at all	
	M	SD	M	SD	M	SD
Career Planning	2.5*	.8	2.1	.8	1.8	.8
Information about jobs and careers	2.5	.7	2.4	.7	1.9	.8
Jobs available locally	2.6	.7	2.5	.7	2.1	.9
Jobs available outside my community	2.3	.8	2.2	.8	1.8	.9
Information about Vocational ed.	2.7	.6	2.5	.6	1.8	.8
Information about special training	2.8	.5	2.6	.6	2.0	.9
Financial requirements to attend vocational schools	2.8	.5	2.5	.7	1.9	.9
Training required for a specific job	2.8	.5	2.7	.6	2.0	.9
Information about GED and high school equivalency	1.7	.9	1.6	.8	1.6	.9

* Based on a three-point response scale.

1 = Not Very Interested 2 = Somewhat Interested 3 = Very Interested

Table A-24: Income by Educational Level.

During the interview process, some of the respondents indicated multiple levels of education. As a result, in the original printout, some of the respondents were duplicated in two or more educational levels. The survey forms were reviewed and as many of the duplicate responses as possible were extracted from Table A-24. The respondents' highest level of education was used for constructing this table.

- The vocational-technical education group had the highest proportion of respondents with incomes above $10,000 (32%).

- Respondents with some high school education had the highest proportion of incomes under $3,000 (55%). The group with the next highest percentage of incomes in this category included persons with a grade-school education. Respondents who had some vocational-technical education had the next highest proportion of persons with incomes under $3,000. It was noted while reviewing a sample of the survey forms that some of these incomes were identified by people who had attended CETA or other special training programs in VTAE schools.

- The omit responses reflect respondents who were not employed and those who refused to give incomes. For the most part, this reflects those who are unemployed. The vocational-technical education level had the fewest omit responses (5%).

- There was a direct relationship between the number of omit responses (those not employed and refusing to give income) and the level of education attained. Those with a grade-school level of education had the highest percentage of omits.

- Those who had attended college or vocational-technical school had the best income patterns. They had the smallest proportion not reporting incomes and the largest percentage of incomes above $5,000.

TABLE A-24

Winnebago Adult Survey
Income by Educational Level

Income	Level of Respondent's Education									
	Grade School		Some High School		High School Graduate		College		Voc/Tech	
	N	%	N	%	N	%	N	%	N	%
Under$3,000	12	44	36	55	38	30	14	24	16	42
$3,001 - 5,000	2	7	2	3	12	9	5	8	2	8
$5,001 - 7,500	0	0	4	6	17	13	11	19	3	8
$7,501 - 10,000	3	11	4	6	17	13	9	15	3	8
$10,001 - 15,000	1	4	0	0	8	6	5	8	9	24
$15,001 - 20,000	1	4	1	2	11	9	2	3	3	8
$20,001 - 25,000	0	0	1	2	1	1	3	5	0	0
Over$25,000	0	0	0	0	1	1	1	2	0	0
Omit	8	30	17	26	23	18	9	15	2	5
Total	27		65		128		59		38	

Table A-25: Income by Employment Status.

- As would be expected, the highest levels of income were reported by those who had full-time permanent jobs. The median income for this group was slightly more than $10,000.

- Respondents who had full-time temporary work had incomes which were significantly lower than those with full-time permanent jobs. The median income of this group was slightly less than $5,000.

- Some relatively high incomes were reported by those who were looking and not looking for work. The footnotes to the table indicate that these columns include some persons who were employed and homemakers.

- The homemaker column included on employed person and three who were looking for work. Several of the homemakers indicated incomes. Based on a review of the computer printout and the survey forms, it appeared that some homemakers reported their family incomes.

TABLE A-25

Winnebago Adult Survey
Income by Employment Status

Income	Employment Status													
	Part Time Temporary		Part Time Permanent		Full Time Temporary		Full Time Permanent		Looking for Work		Not Looking for Work		Homemaker*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Under$3,000	5	50	2	25	7	30	2	3	65	82	43	78	46	77
$3,001 - 5,000	2	20	2	25	5	22	2	3	7	9	2	4	2	3
$5,001 - 7,500	2	20	0	0	5	22	11	16	3	4	5	9	7	12
$7,501 - 10,000	0	0	2	25	4	17	18	26	3	4	2	4	3	5
$10,001 - 15,000	0	0	0	0	2	9	18	26	1	1	2	4	0	0
$15,001 - 20,000	1	10	1	13	0	0	11	16	0	0	1	2	2	3
$20,001 - 25,000	0	0	1	13	0	0	4	6	0	0	0	0	0	0
Over$25,000	0	0	0	0	0	0	2	3	0	0	0	0	0	0
Subtotal	10		8		23		68		79#		55@		60+	

This total includes one employed person and three homemakers.
@ This total includes one employed person and twelve homemakers.
+ This total includes one employed person and three who where looking for work.
* Based on a review of this summary and the survey forms, it appears that some homemakers reported family income.

Winnebago Vocational Needs Assessment Study

Administrators' Survey

A Joint Project

of the

Wisconsin Winnebago Business Committee

Madison Area Technical College

Mid-State Technical Institute

Western Wisconsin Technical Institute

Wisconsin Board of VTAE

Report Prepared by

Orville Nelson

Center for Vocational, Technical
and Adult Education

UW-Stout

July, 1982

Winnebago Vocational Needs Assessment Study
Administrators' Survey

Intoduction.

The administrators' survey was one of three surveys used in conducting this study. A random sample of adults and all Winnebago high school students were also surveyed.

This survey was complete by administrators in the secondary and post-secondary districts which serve the Winnebagos in this study. These districts are located in Central, West Central, and South Central Wisconsin.

Results.

The following tables present a summary of responses. A brief narrative accompanies each table. This narrative identifies the major information contained in the table.

Table One: Types of Schools Completing the Administrators' Survey.

- Of the 15 schools responding, 11 (73%) were secondary schools and four (27%) were post-secondary VTAE districts.
- All of the districts were public institutions.

Table Two: Total Winnebago Enrollment and Dropout Data.

- Table Two presents the mean responses for each of the enrollment groups and study areas. The number (N) listed each cell in the table identifies the number of school districts responding in each category. The table has been structured to present the data for secondary school districts (S) and post-secondary VTAE districts (PS). For example, nine secondary districts provided enrollment data for general education programs. The average enrollment was 542.6 students in these districts. Total student enrollment in general education programs at the post-secondary level averaged 106.8 students. The next cell to the right presents the average dropouts from these programs.

Table 1

Types of Schools Completing the Administrator Survey

Type of School	Responses	
	N	%
Secondary	11	73
Post-Secondary	4	27
Public	11	100
Private	0	0
Number	15	

Table 2

Total Student Enrollment, Winnebago Enrollment and Dropout Data by Program Area

Area of Study	LEVEL	Total Student Enrollment Sept. 1981		Total Dropouts Jan. 1982		Total Indian Enrollment Sept. 1981		Total Indian Dropouts Jan. 1982	
		Mean	N	Mean	N	Mean	N	Mean	N
General Education	S	542.6#	9#	7.9	9	9.1	9	1.0	9
	PS	106.8#	4#	5.0	2	2.3	4	0	0
College Preparatory	S	150.5#	4#	0	0	6.7	3	0	0
	PS	476.0#	1#	0	0	2	1	0	0
Vocational Education	S	157.3	3	34.0	1	4.0	3	0	0
	PS	670.2	4	46.3	3	14.0	4	5.7	3
Techn cal Education	S	0	0	0	0	0	0	0	0
	PS	126.2	4	79.3	3	3.8	4	1	2
General/Voc. Ed.	S	97	1	0	0	3	1	0	0
	PS	0	0	0	0	0	0	0	0
Other: Special Program	S	31.5	2	0	0	8	1	0	0
GOAL/Special Program	PS	207.7	3	17	2	1.0	2	0	0
TOTALS	S	703.3	9	7.5	9	13.4	9	1.5	6
	PS	2237.4	4	138.3	3	20.4	4	6.3	3

#Note: The Means listed are based on the districts that supplied data for the cell. If no response, "N/A" or "no data" were received, the mean was calculated based on the districts that supplied data. Thus, the N will vary by cell. N will indicate the number of districts that gave a definite response.

In the nine secondary districts, the average number of dropouts was 7.9 students. At the post-secondary level, only two districts were able to provide this information. In these two districts, the average dropout rate was five students.

- Of the 11 secondary districts completing the survey, nine reported having Indian students. Their average enrollment was 13.4 Indian students. Six of the nine school systems reporting, experienced some dropouts from their Indian student population. The average number of dropouts in these six schools was 1.5 students.
- The average number of Indian students in the four post-secondary schools responding was 20.4 students. Three of the post-secondary districts had experienced dropouts from their Indian student population. In these three schools, the average number of dropouts was 6.3.
- The dropout proportions for Indian students are noticeably larger than the dropout rates for the general population at both the secondary and post-secondary levels.
- At the secondary level, the largest proportion of Indian students is enrolled in general education and college preparatory programs. Three of the nine schools completing the survey listed Indian students in vocational programs. The nine secondary schools reported an average of 9.1 Indian students enrolled in general education programs. Three of these secondary school systems reported an average enrollment of 6.7 Indian students in college preparatory programs. In contrast, three of the school systems reported an average of four Indian students enrolled in vocational education programs.
- The "other programs" identified by respondents from the secondary level included special education and EEN. At the post-secondary level, the "other programs" identified were GOAL, special programs and apprenticeship.

Table Three: Extent to Which Career Counseling and Job Placement Services Are Offered.

- All of the secondary and post-secondary school districts responding reported that they provided career counseling.
- Six of the nine secondary districts responding indicated that they provided job placement services. All of the post-secondary districts reported they provided this service.

Table Four: Vocational Programs Offered, Needed, and Most Popular With Winnebago Students.

- The most commonly offered vocational programs at the secondary level level were agriculture (73%), business education (100%), home economics (100%), and industrial education (100%).
- Each of the programs listed was offered by one-half of the technical schools responding.
- At the secondary level, one school district listed business education and another identified industrial education (T&I) as a vocational program which should be offered in its district.
- At the secondary level, business education (27%) and industrial education (27%) were the programs that the districts would most like to add.
- At the post-secondary level, technical education programs (25%) and other programs (25%) were the most commonly listed as programs the district would like to offer. A review of the programs identified under "Other," identified robotics, laser drilling, and manufacturing processes as the programs the districts would like to offer.
- The most popular vocational programs for Winnebago students were industrial education (36%) and business education (36%) at the secondary level. The most popular programs for Winnebago students

Table 3

Extent to Which Career Counseling and
Job Placement Services are Offered

Service	LEVEL	Status of Services					
		Provided		Planning to		No	
		N	%	N	%	N	%
Career Counseling	S	11	100	0	0	0	0
	PS	4	100	0	0	0	0
Job Placement	S	6	55	0	0	5	45
	PS	4	100	0	0	0	0

S = Secondary

PS = Post Secondary

Table 4

Vocational Programs Offered, Needed and Most Popular with Winnebago Students

Vocational Programs	LEVEL	Presently Offered		Should be Started		Would like to add		Three Most Popular with Indian Students	
		N	%	N	%	N	%	N	%
Agriculture	S	8	73	0	0	1	9	9	18
	PS	2	50	0	0	0	0	0	0
Business Education	S	11	100	1	9	3	27	4	36
	PS	2	50	0	0	0	0	4	100
Distributive Education	S	5	45	0	0	0	0	0	0
	PS	2	50	0	0	0	0	0	0
Hea lh Occupations	S	6	55	0	0	1	9	2	18
	PS	2	50	0	0	0	0	1	25
Home Economics	S	11	100	0	0	0	0	1	9
	PS	2	50	0	0	0	0	0	0
Technical Education	S	3	27	0	0	0	0	0	0
	PS	2	50	0	0	1	25	0	0
T & I	S	11	100	1	9	3	27	4	36
	PS	2	50	0	0	0	0	2	50
Other	S	1	9	0	0	1	9	6	55
	PS	0	0	0	0	1	25	2	50

S = Secondary

PS = Post Secondary

at the post-secondary level were business education (100%) and T&I (50%).

Table Five: Administrators' Perception of the Difficulties Winnebago Students Encounter When Seeking Jobs.

- The majority of respondents at the secondary and post-secondary levels thought that Winnebago students had the same difficulty as other students in finding jobs after graduation.
- At the secondary level, 27 percent of the administrators felt that Indian students had more difficulty in finding a job. At the post-secondary level, 25 percent of the administrators responded in this manner.
- Only nine percent of the respondents at the secondary level felt that Indian students had less difficulty in finding a job. None of the administrators at the post-secondary level selected this response.
- Based on the response pattern, it would appear that the administrators perceived Indian students would have slightly more difficulty in finding a job.

Table 5

Administrator's Perceptions of the Difficulty
Winnebago Students Ecnounter When Seeking Jobs

Indian Student's Access to Jobs	Level	Results	
		N	%
Indian students have more difficulty finding jobs	S	3	27
	PS	1	25
Indian Students have the same difficulty finding jobs	S	6	55
	PS	3	75
Indian students have less difficulty finding jobs	S	1	9
	PS	0	0
Omit	S	1	9
	PS	0	0

S = Secondary Level

PS = Post Secondary

SELECTED RESULTS FROM THE WINNEBAGO HIGH SCHOOL STUDENTS' SURVEY

Prepared by

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May, 1982

Summary

The following statements present the major summary points from the Winnebago student survey.

- The vocational areas in which the respondents were most frequently enrolled were business education (25%), home economics (25%), industrial arts (20%), and T&I (16%).
- Winnebago students tended to enroll in traditionally male and female programs. Males were more likely to enroll in industrial arts and T&I courses. Females were more likely to enroll in business education and home economics programs.
- A large majority (76%) of the respondents did not list a vocational program in which they would enroll if additional programs were available to them. Programs identified by those who did indicate an interest in enrolling if programs were available were health occupations, distributive education, and business education.
- The major reason for not enrolling in a vocational education course was the lack of interest.
- A large majority of the respondents (82%) planned to finish high school. In addition, 76% intended to go on to a VTAE school or college.
- In general, females anticipated more problems in enrolling in and completing a VTAE or college program.
- College or post-secondary vocational-technical education was the most frequently identified (74%) type of educational preparation that was needed to obtain the respondents' career choices.

- Parents, counselors, and teachers were listed as the most helpful sources of information on jobs.
- In general, there was a high level of interest in obtaining more information on career planning, available jobs, and how the respondents' skills matched up with job requirements.
- Winnebago students' goals became more specific as they approached the senior year. At the senior level, all of the students indicated they had an educational goal.
- The freshman and sophomore years are the time periods in which students perceive the largest number of problems in finishing high school.

TABLE SUMMARY - Tables 1 and 2

Table S-1: Age and Sex of Winnebago Students Responding to Survey.

- The ages of the male and female Winnebago students responding to the survey were almost the same. Males were slightly older.
- The majority of students were 15 and 16 years old.

Table S-2: Grade Level and Sex of Winnebago Students Responding to Survey.

- The majority of respondents were in Grades Nine and Ten. Approximately two-thirds of the respondents were in these two grades.
- The proportion of males and females in each grade level was very similar. Some differences are noted in the ninth and tenth grades. A slightly higher proportion of males was in the tenth grade as a contrasted with the ninth grade.
- The patterns observed in this table correspond with those in the previous table (S-1). A slightly higher proportion of respondents were younger and in Grades Nine and Ten. This may reflect the fact that juniors and seniors were not as available to complete the survey because of activities and other commitments. Or, it may reflect a higher drop-out rate for juniors and seniors.

TABLE S-1

Age and Sex of Winnebago Students
Responding to Survey

AGE	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
12	0	0	0	0		
13	1	2	0	0	1	1
14	6	11	4	9	10	10
15	18	32	14	30	32	31
16	17	30	14	30	31	30
17	9	16	8	17	17	17
18	3	5	4	9	7	7
19	1	2	1	2	2	2
20	1	2	1	2	2	2
Omit	1	2	0	0	1	1
TOTAL	57		46		103	

TABLE S-2

Grade Level and Sex of Winnebago Students
Responding to Survey

Grade Level	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
9th	19	33	13	28	32	31
10th	18	32	18	39	35	36
11th	11	19	8	17	18	19
12th	9	16	7	15	16	16
Omit	0	0	0	0	0	0
TOTAL					103	

Table S-3: Vocational Programs Offered in Schools Attended by Respondents.

- The most frequently identified vocational programs were agriculture, business and office, home economics, and industrial education (industrial arts and T&I).
- Distributive education was identified by slightly more than one-third of the respondents.
- Health occupations was identified by slightly more than one-third of the students. Since this program is not available as a vocational program in most school systems, respondents may have confused their health course with health occupations.
- Males were slightly more aware of the traditional male occupations such as agriculture and T&I.
- Females were more aware of the traditionally-female areas, such as home economics and business and office.

TABLE S-3

Vocational Programs Offered in Schools
Attended by Respondents

Vocational Programs	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
None	1	2	2	4	3	3
Agriculture	32	56	29	63	61	59
Business and Office	47	82	35	76	82	80
Distributive Education	21	37	15	33	36	35
Health Occupations	21	37	14	30	35	34
Home Economics	54	95	37	80	91	88
Industrial Arts	51	89	40	87	91	88
T&I	48	84	40	87	88	85
Other	3	5	3	7	6	6
Omit	0	0	0	0	0	0

Table S-4: Vocational Programs in Which Winnebago High School Students Were Enrolled.

- Business and office (25%), home economics (25%), industrial arts (20%), and T&I (16%), were the vocational programs in which the respondents were most frequently enrolled.
- Male and female enrollment in programs tended to follow traditional patterns. More boys were enrolled in T&I and agriculture. More girls were enrolled in business and office and home economics.
- Of those responding, 31 percent indicated by omitting the item that they were not enrolled in any vocational program.

Table S-5: Vocational Programs in Which Winnebago Students Would Enroll if They Were Available in Their Schools.

- There was a slightly greater tendency for males to enroll in a vocational program.
- Slightly more than three-fourths (76%) of the respondents did not identify a program area in which they would enroll if it were available in their school system.
- Vocational areas most frequently identified were health occupations, distributive education, and business and office.
- The areas most popular with females were business and office and distributive education.
- Health occupations was identified by an almost equal proportion of males and females.
- Females also indicated an interest in industrial arts and T&I areas.
- Students' interest in the health occupations area is evident throughout the last three tables. A significant proportion indicated that they were enrolled in health occupations and the responses summarized in this table indicate an additional interest in this area.

TABLE S-4

Vocational Programs in Which Winnebago [illegible] School Students Were Enrolled

Vocational Program	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
None	0	0	2	4	2	2
Agriculture	0	0	3	7	3	3
Business and Office	19	33	6	13	25	24
Distributive Education	0	0	2	4	2	2
Health Occupations	1	2	4	9	5	5
Home Economics	20	35	5	11	25	24
Industrial Arts	7	12	13	28	20	19
T&I	0	0	16	35	16	16
Other	1	2	4	9	5	5
Omit	20	35	11	24	31	30

TABLE S-5

Vocational Programs In Which Winnebago Students Would Enroll
If They Were Available in Their Schools

Vocational Program	Sex of Respondents					
	Female		Male		Total	
	N	%	N	%	N	%
None	1	2	1	2	2	2
Agriculture	1	2	0	0	1	1
Business and Office	4	7	0	0	4	4
Distributive Education	4	7	1	2	5	5
Health Occupations	4	7	4	9	8	8
Home Economics	2	4	0	0	2	2
Industrial Arts	1	2	0	0	1	1
T&I	3	5	0	0	3	3
Other	4	7	2	4	6	6
Omit	37	65	39	85	76	74

Table S-6: Reasons Winnebago High School Students Gave For Not Enrolling in Vocational Education.

- The most frequently identified reason (21%) was that the student was not interested in vocational education. Other reasons frequently checked were that the courses were not offered at the right time or were not available at their grade level. In addition, 11 percent indicated that the courses were not offered or they were filled.

- Females (26%) were more likely to indicate a lack of interest in vocational education courses than males (15%).

- Females (12%) were more likely to respond that courses they wanted in vocational education were not offered in their school.

- Males (11%) were more likely than females (4%) to indicate that there was a lack of jobs. The percentages of omits for males, females, and the total group are consistent with those in previous tables. This indicates that students were responding in a consistent manner and following the directions given in the survey instrument.

TABLE S-6

Reasons Winnebago High School Students Gave
For Not Enrolling in Vocational Education

Reasons For Not Enrolling	Sex of Respondent					
	Female		Male		Total	
	N	%*	N	%*	N	%*
Not interested in vocational ed.	15	26	7	15	22	21
Vocational courses not offered in my school	7	12	2	4	9	9
Courses I want are not offered	5	9	6	13	11	11
Courses are not offered at right time	8	14	8	17	16	16
Lack skills/background	5	9	3	7	8	8
Classes are filled	5	9	6	13	11	11
Vocational facilities are too far away	1	2	1	2	2	2
Vocational courses I want are not offered in my grade	8	14	5	11	13	13
Lack of jobs in this area	2	4	5	11	7	7
Omit	18	32	17	37	35	34

* NOTE: These percents total more than 100 percent since some respondents gave more than one response.

Table S-7: Winnebago High School Students' Plans for Training and Education.

- A large majority (82%) of the Winnebago students responding plan to finish high school.
- Approximately 14 percent of the respondents were not aware of their goals.
- The majority of those responding planned on obtaining some additional education and training beyond high school. The most frequently-identified post-high school educational program was to attend a four-year college (45%).
- One-third of the respondents said they plan to attend a VTAE school.
- Armed forces and on-the-job training were also identified by 29 percent and 16 percent of the respondents respectively.
- Only one student planned to leave high school before graduation.
- There is a larger percentage of females (16%) than males (11%) who are unsure of their goals.
- More females (84%) than males (74%) planned to finish high school.
- Slightly more males indicated plans to attend a VTAE school and/or join the armed forces.
- Because of the wording of the item, a number of students made more than one response. Therefore, the percentages total more than 100 percent.

TABLE S-7

Winnebago High School Students' Plans
For Training and Education

Education and Training Plans	Sex of Respondent					
	Female		Male		Total	
	N	%*	N	%*	N	%*
Don't know my goals	9	16	5	11	14	14
Leave high school before graduation	0	0	1	2	1	1
Complete as much of high school as possible	8	14	7	15	15	15
Finish high school	48	84	34	74	82	80
Get on-the-job training	9	16	7	15	16	16
Attend VTAE school	16	28	17	37	33	32
Join armed forces	14	25	15	33	29	28
Attend four-year college	25	44	20	43	45	44
Other	3	5	1	2	4	4
Omit	0	0	0	0	0	0

* NOTE: These percents total more than 100 percent since some respondents gave more than one response.

Table S-8: Problems That Might Be Encountered in Finishing High School.

- Seventy-one percent of those responding indicated that they did not anticipate any significant problems in completing high school; seventeen percent thought they might encounter some and ten percent thought they would definitely have some problems.
- The most frequently listed problem (29%) was their grades might not be good enough to graduate.
- The cost of education was also a concern to the respondents. Of those responding, 14 percent indicated they needed a job and another 10 percent thought school costs were too high.
- Entrance requirements were a concern to 13 percent.
- Transportation, lack of knowledge of programs, and lack of background or skills were problems identified by four to five percent of those responding.
- Females have a tendency to identify problems more frequently than males. Their responses to the types of problems were very similar to that of males with a slight tendency to be more concerned about their grades.

TABLE S-8

Problems That Might Be Encountered in
Finishing High School

Problems	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
• Any Problems						
None	36	63	37	80	73	71
Might Have	12	21	5	11	17	17
Yes - will have	7	12	3	7	10	10
Omit	2	4	1	2	3	3
• Type of Problems						
School costs too much	8	14	2	4	10	10
Need a job	8	14	6	13	14	14
Don't know when programs are offered	3	5	2	4	5	5
Transportation	4	7	1	2	5	5
Entrance requirements	8	14	5	11	13	13
Grades may not be good enough	19	33	10	22	29	28
Lack background/skills	3	5	1	2	4	4
Classes are filled	1	2	1	2	2	2
School isn't related to my needs	1	2	1	2	2	2
Omit	31	54	32	70	63	61

Table S-9: Problems That Might Be Encountered in Getting Education and Training After High School.

- A higher proportion of the respondents indicated the potential of problems in this area as contrasted with completing high school (See Table S-8). Of those responding, 34 percent indicated that they might have a problem, and eight percent thought they would have a problem.
- The response patterns for males and females were very similar in regard to the number who anticipated problems.
- The most commonly anticipated problem was the lack of adequate grades (27%).
- The cost of education was the next most frequently identified problem. The statement, "School costs too much," was identified by 21 percent of the respondents. In addition, 22 percent of the respondents noted that they would need a job.
- Lack of knowledge when programs are offered was identified by 18 percent of the respondents.
- Transportation was identified as a problem by 16 percent.
- Females were somewhat more likely to indicate their grades were not adequate, identify concerns for the cost of advanced education and training, disclose a lack of knowledge when programs were offered, and note a possible transportation problem.

TABLE S-9

Problems That Might Be Encountered in Getting Education and Training After High School

Problems	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
• Any Problems						
None	29	51	23	50	52	50
Might have	20	35	14	30	34	33
Yes - will have	5	9	3	7	8	8
Omit	3	5	6	13	9	9
• Type of Problems						
School costs too much	13	23	8	17	21	20
Need a job	15	26	7	15	22	21
Don't know when programs are offered	12	21	6	13	18	17
Transportation	9	16	4	9	13	13
Entrance requirements	9	16	8	17	17	17
Grades may not be good enough	17	30	10	22	27	26
Lack background/skills	2	4	1	2	3	3
Classes are filled	3	5	1	2	4	4
School isn't related to my needs	2	4	1	2	3	3
Omit	30	53	27	59	57	55

Table S-10: Education Needed to Attain Career Choice.

- Of those who listed a career choice, 23 percent indicated that they did not know what education was needed.
- College or post-secondary vocational-technical education was most frequently identified for types of educational preparation.
- Military service was identified by 16 percent of the respondents as the type of training needed.
- Only five percent of the respondents indicated that no preparation beyond high school was needed.
- Females were more likely than males to indicate a lack of knowledge of the type of education needed for their career choice.
- Slightly more females indicated that no preparation beyond high school was needed. This may be partially due to the fact that more females are enrolled in business and office programs than males. These programs tend to have more entry-level jobs available immediately after high school than other areas.
- Identical percentages of males and females indicated that college or the vocational-technical education was necessary for their career choice.
- Twice as many males (22%) as females identified military as a type of preparation.

TABLE S-10

Education Needed to Attain Career Choice

Type of Education Needed for Career Choice	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
Don't Know	15	26	8	17	23	22
None beyond high school	4	7	1	2	5	5
College	22	39	18	39	40	39
VTAE	20	35	16	35	36	35
Apprenticeship	1	2	2	4	3	3
Military service	6	11	10	22	16	16
Other	4	7	2	4	6	6
Omit	4	7	1	2	5	5

Table S-11: Perceived Opportunities for Employment in Local Community and Preferences for Location of Job.

- Winnebago students thought there was a moderate or possible chance that they might be able to find employment in their local communities. Two-thirds of the respondents thought there was a possible chance of finding employment in the local area. Of those responding, twenty-one percent were not sure what the possibilities were.
- The students responding indicated almost equal preference for staying in the local community or moving away. In addition, one-third said they had no preference at all.
- Males were more likely to indicate a preference to move away. Females indicated a stronger preference to stay in the local community.

Table S-12: Sources of Information on Jobs.

The data in this table are based on the response scale identified in the key at the bottom of the table. The higher the average or mean (M) value, the more helpful the source of information. The standard deviation (SD) indicates the amount of difference of opinion held by the respondents. The larger the number, the more difference in opinion or responses.

- The most helpful source identified was parents (M=3.3).
- The next most helpful sources were counselors (M=2.9) and teachers (M=2.7).
- Relatives (M=2.6) and friends and students (M=2.6) were also indicated as helpful sources.
- School counselors and teachers were identified as being slightly more helpful by males than females.
- Females tended to identify parents, relatives, and friends/students as being more helpful.

TABLE S-11

Perceived Opportunities for Employment in Local Community
And Preferences for Location of Job

Potential in Local Community/ Preference for location of job	Sex of Respondent					
	Female		Male		Total	
	N	%	N	%	N	%
• Potential for employment in local community						
Good chance	8	14	8	17	16	16
Possible chance	28	49	22	48	50	49
Poor chance	5	9	5	11	10	10
Don't know	13	23	9	20	22	21
Omit	3	5	2	4	5	5
• Prefer to work						
In local community	21	37	13	28	34	33
Move away	16	28	21	46	37	36
No preference	21	37	13	28	34	33

TABLE S-12

Sources of Information on Jobs

Source of Assistance	Sex of Respondent					
	Female		Male		Total	
	M	SD	M	SD	M	SD
Parents/Guardians	3.4	.7	3.1	1.0	3.3	.9
Other relatives	2.7	.9	2.5	.8	2.6	.9
Friends/Students	2.7	.9	2.4	1.0	2.6	.9
Neighbors	2.1	.8	1.7	.6	2.0	.7
School counselors	2.9	1.0	3.0	1.0	2.9	1.0
Teachers	2.6	1.0	2.8	.8	2.7	.9
Tribal employers	2.5	1.0	2.4	.9	2.4	1.0
Employers	2.3	1.0	2.2	1.0	2.2	1.0

KEY: 1 = Undecided
2 = Not very helpful
3 = Somewhat helpful
4 = Very helpful

Table S-13: Winnebago High School Students' Interests in Information for Career Decision Making.

This table lists several types of information and resources related to career decision making. The means (M) in the table are based on responses to a four-point scale. The closer a mean comes to four, the more interest the respondents have in obtaining information from that source.

- In general, a high level of interest was indicated in information about all of the items listed. Information on planning a career; training required for a particular job; how to obtain a job; and the respondents' skills, abilities, and interests had means of 3.5. This average response indicates that the students were very interested in information on these topics.

- With one or two exceptions, females indicated a higher level of interest in information on each of the topics listed. They were especially more interested in how to plan a career, information on jobs and careers, and jobs available in the local community.

- It would appear that there is a need for more information and career education for the students.

Table S-14: Winnebago High School Students' Perceptions of the Usefulness of Selected Educational and Counseling Services.

New students rated the usefulness of the services on a four-point scale. A response of four indicated that the service for education would be very useful.

- All of the educational and counseling services listed received high ratings. In other words, the respondents felt they were useful or very useful.

- The high school diploma received the highest average rating (3.8).

- Vocational-technical education received the second highest rating with an average response of 3.5. College education followed with a 3.4 average response.

- Career counseling and placement services were also identified as being in the useful category.

- The response patterns for males and females were almost identical.

TABLE S-13

Winnebago High School Students' Interest in Information For Career Decision Making

Resources/Information about:	Sex of Respondent					
	Female		Male		Total	
	M	SD	M	SD	M	SD
How to plan a career	3.7	.6	3.2	.8	3.5	.7
Jobs and careers	3.6	.6	3.2	.8	3.4	.7
Jobs available outside local community	3.2	.9	3.1	.8	3.2	.9
Jobs available locally	3.3	.9	3.0	1.0	3.2	.9
Special kinds of training	3.3	.7	3.4	.7	3.3	.7
College or vocational educ.	3.3	.8	3.3	.9	3.3	.9
Financial aids	3.4	.8	3.2	.9	3.3	.9
Training required for a particular job	3.6	.8	3.4	.9	3.5	.8
Information about my skills, abilities & interests	3.6	.5	3.4	1.0	3.5	.8
How to get a job	3.6	.8	3.5	.8	3.5	.8

KEY: 1 = Undecided
2 = Not very interested
3 = Somewhat interested
4 = Very interested

TABLE [illegible]

Winnebago High School Students' Perceptions of the Usefulness
Selected Educational and Counseling Services

Education/Training/ Services	Sex of Respondent					
	Female		Male		Total	
	M	SD	M	SD	M	SD
Career Counseling	3.2	.9	3.2	.8	3.2	.8
High School Diploma	3.8	.4	3.7	.6	3.8	.5
Vocational/Technical Ed.	3.5	.6	3.4	.8	3.5	.7
Job Placement Service	3.3	.8	3.0	.9	3.2	.8
College Education	3.5	1.0	3.3	1.1	3.4	1.1

KEY: 1 = Don't know
2 = Not very useful
3 = Somewhat useful
4 = Very Useful

Table S-15: Respondents' Ages Within Grade Levels.

- The respondents' ages by grade level appeared to have the typical pattern for students in ninth, tenth, eleventh, and twelfth grades.

Table S-16: Vocational Programs In Which Winnebago Students Are Enrolled By Grade Level of Respondents.

- The enrollment response patterns for each of the occupational programs appear to be consistent with the structure of these programs. Business education programs usually start in the ninth or tenth grade. Similarly, home economics and industrial arts start in ninth grade.

- Enrollments in industrial arts are higher in the earlier grade levels while those in T&I increase at the senior year. Actually, in high school, industrial arts and T&I would be one program called industrial education. However, the description of the programs listed in the survey instrument would identify the more occupationally-oriented courses within the T&I area. Therefore, the increased percentage of students in 12th grade in T&I would appear to be appropriate.

- In tenth grade, one-half of the students indicated they were enrolled in one of the areas.

TABLE S-15

Respondents' Ages Within Each Grade Level

AGE	Grade Level							
	9th		10th		11th		12th	
	N	%	N	%	N	%	N	%
12	0	0	0	0	0	0	0	0
13	1	3	0	0	0	0	0	0
14	9	28	1	3	0	0	0	0
15	19	59	13	36	0	0	0	0
16	1	3	20	56	8	42	2	13
17	1	3	2	6	8	42	6	38
18	0	0	0	0	2	11	5	31
19	0	0	0	0	0	0	2	13
20	1	3	0	0	0	0	1	6
Omit	0	0	0	0	1	5	0	0
TOTAL	32		36		19		16	

TABLE S-16

Vocational Programs in Which Winnebago Students Are Enrolled
By Grade Level of Respondent

VOCATIONAL PROGRAMS	Grade Level							
	9th		10th		11th		12th	
	N	%	N	%	N	%	N	%
None	1	3	1	3	0	0	0	0
Agriculture	1	3	1	3	1	5	0	0
Business and Office	6	19	10	28	4	21	5	31
Distributive Education	0	0	1	3	1	5	0	0
Health Occupations	1	3	3	8	1	5	0	0
Home Economics	9	28	6	17	6	32	4	25
Industrial Arts	8	25	6	17	4	21	2	13
T&I	7	22	4	11	2	11	3	19
Other	2	6	0	0	1	5	2	13
Omit	7	22	17	47	4	21	3	19
TOTAL	32		36		19		16	

Table S-17: Students' Goals by Grade Level.

- Students' goals become more specific as they approach the senior year. The largest proportion of "don't know" responses comes in the freshman year. At the senior level, all of the students indicated they had an educational goal.
- As students progress in school, their educational goals increase. The percentage of students planning to attend a vocational-technical program shows a marked increase during the last two years of high school.
- The percentage of students planning to attend a four-year college also shows a noticeable increase during the last two years of high school.

Table S-18: Problems That Might Be Encountered in Finishing High School.

- The sophomore and, to a lesser degree, freshman year appear to be the time at which students perceive the largest number of problems.
- At the ninth and tenth grade levels, low grades were identified as the major problem.
- The need to obtain a job was a frequently identified item at the ninth, tenth, and eleventh grade levels. By 12th grade, only one student checked this as a possible problem.

TABLE S-17

Students' Goals by Grade Level

Educational Goals	Grade Level							
	9th		10th		11th		12th	
	N	%*	N	%*	N	%*	N	%*
Don't know	7	22	5	14	2	11	0	0
Leave high school before graduation	0	0	1	3	0	0	0	0
Complete as much of high as possible	4	13	7	19	3	16	1	6
Finish high school	25	78	29	81	13	68	15	94
On-the-job training	5	16	5	14	2	11	4	25
Attend a vocational-technical school	7	22	11	31	6	32	9	56
Join the armed services	10	31	9	25	7	37	3	19
Attend a four-year college	14	44	14	39	8	42	9	56
Other	0	0	2	6	1	5	1	6
Omit	0	0	0	0	0	0	0	0

*Multiple responses to this item cause the percents to total more than 100 percent.

TABLE S-18

Problems That Might Be Encountered
In Finishing High School

Problems	Grade Level							
	9th		10th		11th		12th	
	N	%*	N	%*	N	%*	N	%*
• Any problems								
None	22	69	23	64	16	84	12	75
Might have	5	16	7	19	2	11	3	19
Yes - will have	3	9	5	14	1	5	1	6
Omit	0	0	1	3	0	0	0	0
• Type of problems								
School costs too much	2	6	5	14	2	11	1	6
Need a job	4	13	6	17	3	16	1	6
Don't know when programs are offered	1	3	2	6	2	11	0	0
Transportation	1	3	2	6	1	5	1	6
Entrance requirements	5	16	3	8	4	21	1	6
Grades may not be good enough	13	41	12	33	3	16	1	6
Lack background/skills	4	13	0	0	0	0	0	0
Classes are filled	2	6	0	0	0	0	0	0
School isn't related to my needs	0	0	1	3	0	0	1	6
Omit	16	50	21	58	13	68	13	81

* Multiple responses to this item cause the percents to total more than 100 percent.

Table S-19: Problems That Might Be Encountered in Obtaining Education and Training After High School.

- Cost was the major problem. Concern for these costs increased with each higher grade level.
- As students become older and have more opportunities to obtain employment, the concern for needing a job decreases. Concern about transportation also decreases with age.
- Concern about entrance requirements decreases with age or grade level.
- Concern about adequate grades decreases somewhat with increasing grade levels. Seniors gave evidence of the least concern of any of the four groups for grades.

Table S-20: Education Needed to Obtain Career Choice.

- Winnebago students identified college (56%) and vocational-technical (50%) as the type of education needed to obtain their career choices.
- With increasing grade levels, fewer students were uncertain about type of education needed. Especially significant was the drop in the number of "don't know" responses in the senior year.
- Interest in apprenticeship decreased with increasing grade levels.

Table S-21: Sources of Information on Jobs.

Students identified the degree to which each of the sources was helpful. Responses varied from one, undecided, to four, very helpful. The higher the average response (M), the more helpful the source of information was.

- The most important source of assistance was parents or guardians. The importance of this source was consistent throughout the four grade levels.
- The next most important sources of information were school counselors and teachers. In each instance, the impacts of counselors and teachers tended to increase, especially during the senior year.

TABLE S-19

Problems That Might Be Encountered
In Finishing High School

Problems	Grade Level							
	9th		10th		11th		12th	
	N	%*	N	%*	N	%*	N	%*
• Any problems								
None	21	66	16	44	5	26	10	63
Might have	8	25	13	36	8	42	5	31
Yes - will have	1	3	5	14	1	5	1	6
Omit	2	6	2	6	5	26	0	0
• Type of problems								
School costs too much	6	19	7	19	4	21	4	25
Need a job	7	22	9	25	4	21	2	13
Don't know when programs are offered	8	25	6	17	2	11	2	13
Transportation	5	16	5	14	2	11	1	6
Entrance requirements	4	13	5	14	4	21	4	25
Grades may not be good enough	8	25	11	31	5	26	3	19
Lack background/skills	2	6	0	0	0	0	1	6
Classes are filled	2	6	1	3	1	5	0	0
School isn't related to my needs	0	0	2	6	0	0	1	6
Omit	19	59	18	50	11	58	9	56

* Multiple responses to this item cause the percents to total more than 100 percent.

Table C-20

Education Needed to Attain Career Choice

Type of Education Needed for Career Choice	Grade Level							
	9th		10th		11th		12th	
	N	%*	N	%*	N	%*	N	%*
Don't Know	10	31	7	19	5	26	1	6
None beyond high school	1	3	1	3	2	11	1	6
College	17	53	9	25	5	26	9	56
VTAE	8	25	14	39	6	32	8	50
Apprenticeships	1	3	2	6	0	0	0	0
Military Service	4	13	5	14	5	26	2	13
Other	1	3	3	8	2	11	0	0
Omit	1	3	3	8	1	5	0	0

* Multiple responses to this item cause the percents to total more than 100 percent.

TABLE S-21

Sources of Information on Jobs

Source of Assistance	Grade Level							
	9th		10th		11th		12th	
	M	SD	M	SD	M	SD	M	SD
Parents/Guardians	3.3	.7	3.3	.9	3.2	.8	3.3	1.1
Other relatives	2.8	.9	2.4	.7	2.8	.8	2.5	1.2
Friends/Students	2.4	.8	2.4	.9	2.7	1.0	2.9	.9
Neighbors	2.1	.7	1.8	.6	1.8	.8	2.1	.9
School Counselors	2.8	1.0	2.9	1.0	3.0	1.0	3.4	.8
Teachers	2.6	1.1	2.5	.8	2.6	.9	3.2	.9
Tribal Employers	2.3	1.0	2.3	.9	2.5	1.1	2.8	.9
Employers	2.3	1.0	2.2	1.0	2.1	1.1	2.4	.9

KEY: 1 = Undecided
2 = Not very helpful
3 = Somewhat helpful
4 = Very helpful

Table S-22: Winnebago High School Students' Interests in Information For Career Decision Making.

Students responded on a scale from one to four. Resources and information in which the students were interested received a rating of four. Those in which they were not interested or undecided received ratings of one to two. The higher the average response (M), the more interest there was.

- Relatively high levels of interest were expressed in each of the sources of information and resources.
- Interest in information on how to plan a career was highest in ninth, tenth, and eleventh grades. Interest in this area dropped off in the twelfth grade.
- As respondents came closer to graduation, they had more interest in jobs available outside of the local community. Interest in information on training required for a specific job and on techniques for obtaining a job dropped off during the senior year.
- These response patterns may reflect the fact that seniors, during the latter part of their last year in school, have probably made more definite career choices, have identified the education they need, and have had experience in obtaining a job.

Table S-23: Winnebago High School Students' Perceptions of the Usefulness of Selected Educational and Counseling Services.

- Interest in career counseling was highest in the ninth, eleventh and twelfth grades.
- Interest in a college education was highest at the ninth and twelfth grade levels.

TABLE S-22

Winnebago High School Students' Interests in Information for Career Decision Making

Resources/Information about:	Grade Level							
	9th		10th		11th		12th	
	M	SD	M	SD	M	SD	M	SD
How To Plan a Career	3.4	.7	3.6	.6	3.5	.7	3.1	1.0
Jobs and Careers	3.5	.6	3.4	.8	3.5	.7	3.3	.8
Jobs Available Outside Local Community	3.0	.8	3.1	.9	3.3	.9	3.4	.7
Jobs Available Locally	3.0	1.0	3.3	.9	3.4	1.1	3.2	.7
Special Kinds of Training	3.3	.7	3.4	.6	3.3	.7	3.2	1.0
College or Vocational Education	3.3	.7	3.3	.8	3.3	1.1	3.4	.8
Financial Aids	3.1	1.0	3.4	.7	3.4	.9	3.5	.8
Training Required for a Particular Job	3.2	1.0	3.6	.7	3.7	.5	3.3	.9
Information about my Skills, Abilities and Interests	3.5	.7	3.6	.6	3.5	1.0	3.2	.8
How to Get a Job	3.7	.7	3.6	.8	3.8	.4	2.9	.9

KEY: 1 - Undecided, 2 = Not very interested, 3= Somewhat interested, 4 = Very interested

TABLE S-23

Winnebago High School Students' Perceptions of the Usefulness of Selected Educational and Counseling Services

Educational/Training/ Services	Grade Levels							
	9th		10th		11th		12th	
	M	SD	M	SD	M	SD	M	SD
Career Counseling	3.4	.7	3.0	.9	3.2	.9	3.3	.9
High School Diploma	3.6	.7	3.9	.4	4.0	.2	3.8	.5
Vocational/Technical Education	3.5	.8	3.5	.7	3.6	.5	3.5	.6
Job Placement Service	3.1	.9	3.3	.9	3.1	.9	3.3	.6
College Education	3.5	.9	3.2	1.2	3.4	1.1	3.6	.9

KEY: 1 = Don't know
2 = Not very useful
3 = Somewhat useful
4 = Very useful